

BIG IDEAS

Proportional reasoning is used to make sense of **multiplicative** relationships.

Mathematics informs financial **decision making**.

3D objects are often represented and described in 2D space.

Flexibility with number builds meaning, **understanding**, and confidence.

Representing and analyzing data allows us to **notice and wonder** about relationships.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reasoning and modelling</p> <ul style="list-style-type: none"> • Develop thinking strategies to solve puzzles and play games • Explore, analyze, and apply mathematical ideas using reason, technology, and other tools • Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number • Model with mathematics in situational contexts • Think creatively and with curiosity and wonder when exploring problems <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply conceptual understanding of mathematical ideas through play, story, inquiry, and problem solving • Visualize to explore and illustrate mathematical concepts and relationships • Apply flexible and strategic approaches to solve problems • Solve problems with persistence and a positive disposition • Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • financial literacy: personal investments, loans, and budgeting • rate of change • how probability and statistics are used in different contexts • interpreting graphs in society • 3D objects: angles, views, and scale diagrams

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and representing</p> <ul style="list-style-type: none"> • Explain and justify mathematical ideas and decisions in many ways • Represent mathematical ideas in concrete, pictorial, and symbolic forms • Use mathematical vocabulary and language to contribute to discussions in the classroom • Take risks when offering ideas in classroom discourse <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Connect mathematical concepts with each other, other areas, and personal interests • Use mistakes as opportunities to advance learning • Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts 	